



**Horry County Schools**

## **Appendix 4: How E-Rate Areas Have Been addressed**

Horry County Schools has established clear goals and realistic strategies for using telecommunications and information technology to improve education and library services. This is seen in the Technology Plan's Five Individual Technology Dimensions. The district consistently budgets for technological needs. This is demonstrated in the Appendix 9 of this technology plan. Telecommunication and information technologies are continuously monitored for reliability and functionality. The school district has over fifty telephone systems with telephones in every classroom and office. Too keep systems operating reliably, the district works closely with telecommunication vendors for service and maintenance on a daily basis responding to customer emergencies and system needs. As more of the telephone systems rely on VOIP for connectivity, district support staff monitor daily the status the WAN and switching systems. The district also carefully studies hardware refreshment plans and works on equably distributing technologies to all schools in the system. The district also conducts yearly reviews of hardware, software and licensing contracts at budget time to ensure that district hardware and software priorities will be funded. The district's professional development strategy to ensure that staff members know how to use new technologies to improve education can be found in Appendix 2 in this technology plan. The district does utilize E-rate funding to help leverage funds for telecommunication upgrades, purchasing end devices and updating infrastructure technologies at all schools.



## **Appendix 5: District Technology Training**

## Technology Training

Technology training in Horry County Schools is an integral part of overall staff development. For example in 2008, teacher technology trainings and support were provided in face-to-face sessions that were located throughout the district, district staff development days, school based, online Captivate videos, and online opportunities offered through Live Meeting and IT Academy.

1. A group of teachers were selected to serve as Technology Facilitators. After a central training session, each individual took the skill back to his/her staff and provided training. Topics included:
  - Death by PowerPoint
  - VoiceThread-21<sup>st</sup> Century Project-Based Learning
  - Small Wonder Travelers

2. District Staff Development Days
  - 21st Century Tools to Learn 21st Century Skills
  - 50 Ways to Use Streamline
  - Sharing Interactive Whiteboard Lessons
  - Basic Outlook
  - Using and Locating Primary Source Documents
  - Student Response Systems and Interwrite Pads

### 3. School-based Sessions:

- Building SmartBoard Lessons

4. Captivate Videos have been created and uploaded to the district website to provide assistance for staff working with Office 2007.

5. Live Meeting Sessions for Web 2.0 Skills:

- Internet Search Tools
- Web 2.0 Organizational Tools
- Bookmarks and Citation Tools
- Web 2.0 Learning Tools (collaborative sites)
- A Review of Additional Web 2.0 Tools

### 6. Teacher Workshops/Seminars

- Office 2007 Suite
- Analysis for using technology for every learner
- Technology in the classroom CD-5
- Incorporating technology in middle school social studies

- Increasing achievement in Algebra I using Technology
- Integrating technology in the Science classroom
- Internet scavenger hunts
- Career Technology and Education
- Math Vertical Team Meetings using technology tools
- Media Literacy: One of the 21<sup>st</sup> Century Skills for Student Success
- Technology for the Math Classroom
- Read Naturally
- Compass Learning
- Small Wonders Cameras for the Classroom
- Smart Math: Using Interwrite Pads and SMART software
- Teaching Sequences and Series with Technology
- Teaching the Conic Sections with Technology
- Technology for the High School Classroom
- Using Technology in the HS Math Class
- Technology in the Visual Arts Classroom
- Teacher web pages and eClassroom
- Blogs
- Internet searching and web literacy for curriculum coaches
- eClassroom for principals and school staff development
- teacher pages – done through windows live meeting
- blogs – used windows live meeting
- eClassroom – used windows live meeting
- managing your webpage – used windows live meeting

## 7. Student Information System (PowerSchool)

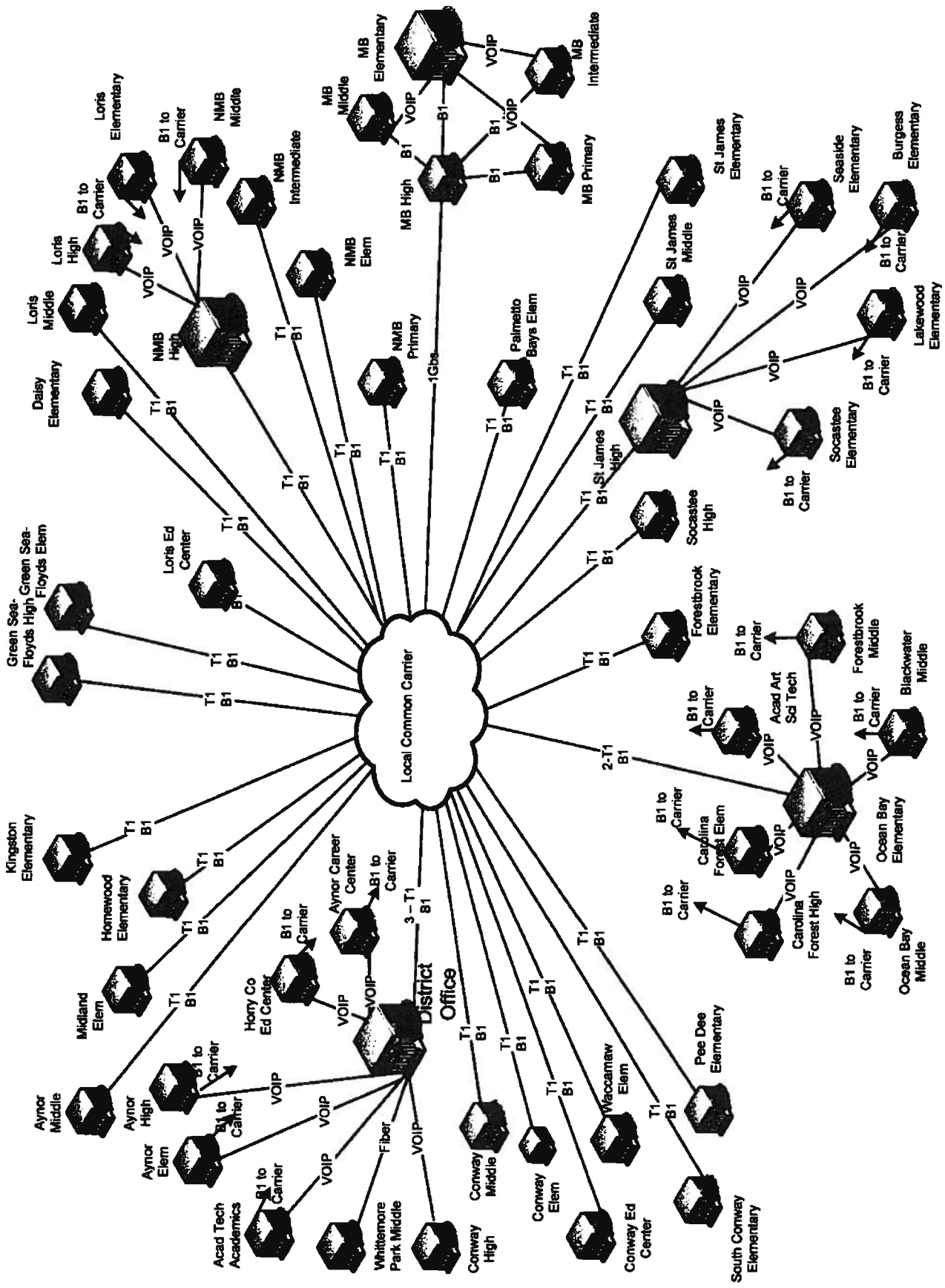
New program implementation and training for all district/school employees

For 2009-2010, the district expects to continue similar training opportunities as exemplified in the 2008-09 training list above and will also include additional training opportunities for:

- Online workspaces for district office staff, learning specialists, and classroom use
- Wikis for teachers
- Educational software and programs such as
  - Compass Learning
  - DIBELS
  - CWTs
- Web literacy
- Online learning through Virtual Schools
- PowerTeacher for Teachers

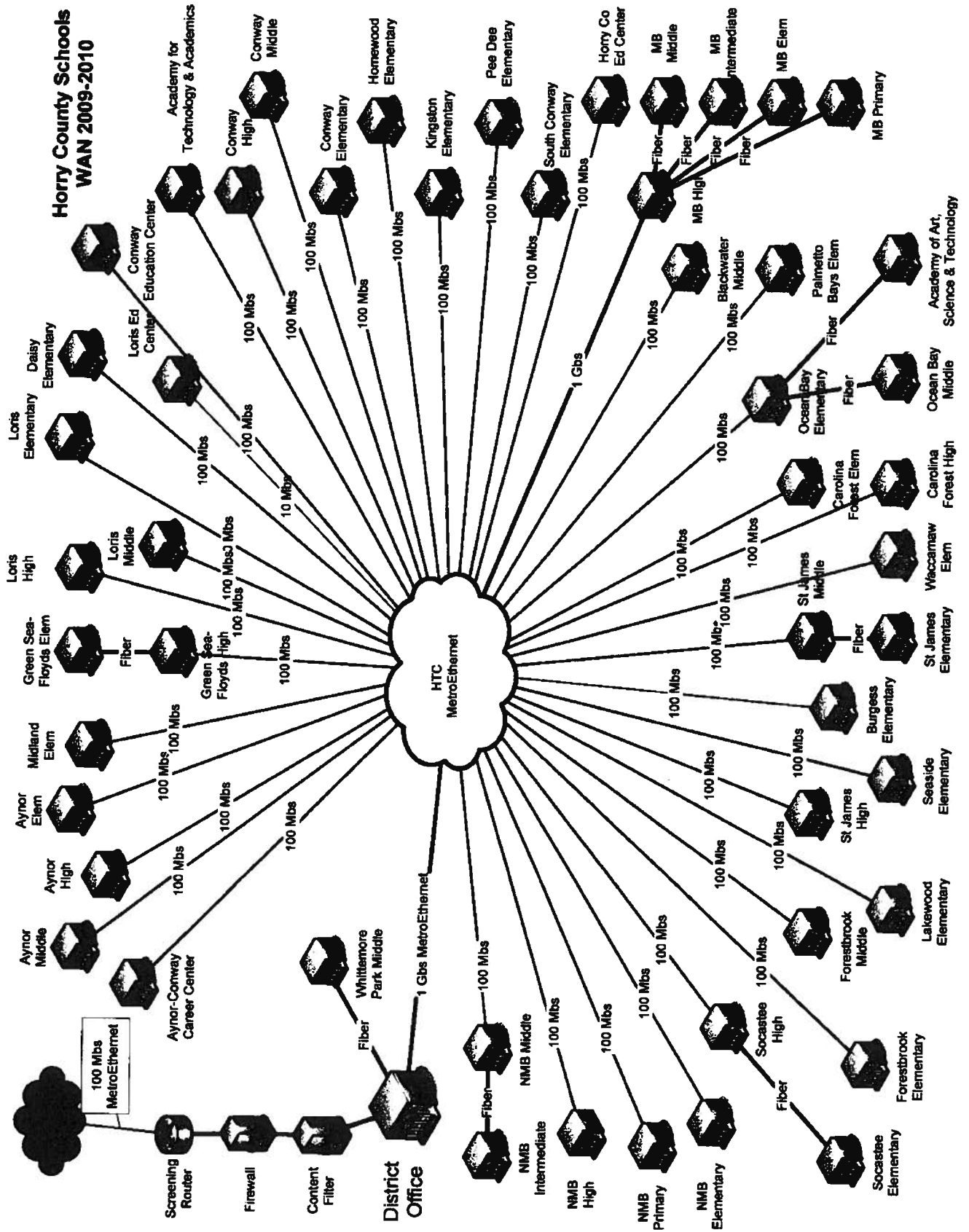
## Appendix 6: Telecommunications Network Design

## Horry County Schools Telecommunications 2009-10



## Appendix 7: WAN Design

# **Horry County Schools WAN 2009-2010**





## **Appendix 8: Technology Summary Budget**

# 2008-2009 Technology Budget Package Summary Information

2009-2010

Expected  
Budget

## Existing Non-personnel Packages

Technology - Imaging and Student Records	\$	8.700
Technology - Media Support	\$	17.750
Technology Service	\$	227.767
Data Communications Licenses	\$	529.426
Data Communications Networks	\$	469.500
Technology - Student Management	\$	51.250
Technology For Classrooms	\$	3,100.000
TEKNET - MAINTENANCE REPAIRS	\$	140.705
TEKNET AH/DH 1 - EQUIPMENT UPGRADES	\$	238.442

**Existing Total** \$ 4,783.540

## Special Revenue Funds

Technology Initiative	TBD \$	626.737
Plate Initiative	TBD \$	12.683
Technology Initiative	TBD \$	137.567
Estimated Erate Reimbursement	TBD \$	330.000

**Special Revenue Total** \$ 1,106.987

## Technology Infusion w/ Special Revenue

Classroom Computing/Printing	\$	3,844.366
Instructional Software	\$	-
Data Communications Networks	\$	469.500
Ed Tech - Title II	\$	32.621
HCM Software (Erate)	\$	330.000

**Technology Infusion w/Special Revenue** \$ 4,676.487

**Balance** \$

## Telecommunications

TELEPHONE - LOCAL SERVICE	\$	444.084
LONG DISTANCE - LONG DISTANCE SERVICE	\$	26.330
TEKNET - MAINTENANCE REPAIRS	\$	140.705
TELEPHONE - ETHERNET	\$	146.700
TELEPHONE - RELOCATION	\$	31.000

**Telecommunications Total** \$ 788.819

## Technical Support Personnel

Executive Director of Technology	1
Technology Coordinator	3
Systems Administrator for Technical Infrastructure	2
Technical Systems Data/Development Specialists	4
Technology Support Specialists - Applications	10
Technology Support Specialists - Hardware	2
Technology Student Cooperative	2
Administrative Assistance	4
Student Records Clerk	1
AV Support Technician	1

**Total Technical Support Staff** 30 \$ 1,952.000



## **Appendix 9: Assistive Technology Plan**

## *HORRY COUNTY SCHOOLS DRAFT/ASSISTIVE TECHNOLOGY MULTI- YEAR PLAN*

### **GOAL 1**

Assistive technology devices and services will be considered for each student with a disability. Decisions regarding the need for assistive technology are based on the student's IEP goals, access to curricular/extracurricular activities and progress in the general curriculum.

#### Required Resources

Each IEP meeting will be conducted according to the requirements of IDEA, which will include a collaborative decision regarding whether the individual child requires assistive technology. The child's multidisciplinary team is required for yearly consideration. When the resources required exceed the knowledge and scope of the student's school-based IEP team, additional support is provided by AT specialist.

#### Timeline

Assistive technology will be on-going and considered at least annually.

#### Persons Responsible

Student's IEP team consisting of skilled multidisciplinary staff and an LEA representative.

#### Supporting Professional Development

On-going staff development will ensure that staff possesses the knowledge required to address all required components of an IEP review.

#### Accountability

Every IEP will specify consideration of assistive technology.

### **GOAL 2**

If a student's IEP team develops goals, followed by the determination that assistive technology may be required for a student to progress, team members will gather and analyze relevant data regarding the student and his/her environments.

#### Required Resources

A system-wide process is required to systematically gather, assemble and analyze relevant data to determine if services, devices or other supports are required.

#### Timeline

When IEP team discussion initiates the process, it continues until a new IEP is written, at which time it will again be considered relative to the child's new IEP goal/s.

#### Persons Responsible

A multidisciplinary team with the collective knowledge and skills required to contribute and to add assistance as required.

#### Supporting Professional Development

Staff development will provide a structured, systematic process and identify the resources within Horry County Schools, when an IEP team requires

support beyond the capacity of the school.

Accountability

If an IEP team proceeds to collect required data, the information will be recorded and analyzed systematically.

**GOAL 3**

If IEP team consensus includes further assistive technology consideration, a range of devices, services, and other supports will be explored. Consideration will be given to no-tech, low-tech, mid-tech and high-tech solutions and devices.

Required Resources

Inventory to include trial devices to include no-tech, low-tech and high-tech devices.

Timeline

On-going through the IEP process.

Persons Responsible

A multidisciplinary team with the collective knowledge and skills required to contribute and to add assistance as required.

Supporting Professional Development

Staff development will incorporate no-tech alternatives, as well as low to high-tech devices. Training will focus on providing staff with skills needed to have knowledge of the breadth of alternative strategies and devices. Further, individualized training will be available to ensure that individual IEP teams will have the skills needed to consider the needs of a given student at a given time.

Accountability

Documentation in IEPs that includes clear and complete description of the services and/or devices provided/used to address the student's goals. Inventory records will track a student's use of devices.

**GOAL 4**

Following a team decision that assistive technology will be integrated into a student's educational program, the implementation will precede according to a collaboratively developed plan. The plan will be integrated into the student's curriculum and daily activities.

Required Resources

All school staff, working with the student, will know their role and responsibilities and will be able to support the student learning of and use of his/her assistive technology in educational activities, assessments, extracurricular activities and typical routines.

Timeline

The collection and analysis of data will provide an on-going basis for the continuation, modification or discontinuation of given strategy/assistive technology. Adjustment is based on performance data.

Person's Responsible

Roles and responsibilities of specific school staff determined at IEP meeting.

**Supporting Professional Development**

Training needs of student, staff and family will be based on how the strategy/assistive technology will be used in each unique environment.

**Accountability**

Student Progress reports and IEP reviews.



**Horry County Schools**

## **Appendix 10: Needs Assessment Survey**

## Horry County Schools Technology Needs Assessment

We value your input! Please answer the following questions concerning your use of technology and your technology needs. This survey should take only 4-6 minutes, and your assistance will help us plan technology purchases and staff development for the future.

### General Information

#### General Information

**1. I work in the following location(s). (Please check all that apply)**

- |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> AAST | <input type="checkbox"/> GSFE | <input type="checkbox"/> NMBM |
| <input type="checkbox"/> ATA  | <input type="checkbox"/> GSFH | <input type="checkbox"/> NMBP |
| <input type="checkbox"/> AE   | <input type="checkbox"/> HCEC | <input type="checkbox"/> OBE  |
| <input type="checkbox"/> AHS  | <input type="checkbox"/> HWE  | <input type="checkbox"/> OBM  |
| <input type="checkbox"/> AMS  | <input type="checkbox"/> KE   | <input type="checkbox"/> PBE  |
| <input type="checkbox"/> BE   | <input type="checkbox"/> LE   | <input type="checkbox"/> PDE  |
| <input type="checkbox"/> BWM  | <input type="checkbox"/> LKE  | <input type="checkbox"/> SA   |
| <input type="checkbox"/> CEC  | <input type="checkbox"/> LMS  | <input type="checkbox"/> SCE  |
| <input type="checkbox"/> CES  | <input type="checkbox"/> LH   | <input type="checkbox"/> SE   |
| <input type="checkbox"/> CFE  | <input type="checkbox"/> MBE  | <input type="checkbox"/> SH   |
| <input type="checkbox"/> CFH  | <input type="checkbox"/> MBH  | <input type="checkbox"/> SJE  |
| <input type="checkbox"/> CHS  | <input type="checkbox"/> MBI  | <input type="checkbox"/> SJH  |
| <input type="checkbox"/> CMS  | <input type="checkbox"/> MBM  | <input type="checkbox"/> SJM  |
| <input type="checkbox"/> DE   | <input type="checkbox"/> MBP  | <input type="checkbox"/> SSE  |
| <input type="checkbox"/> DO   | <input type="checkbox"/> ME   | <input type="checkbox"/> WE   |
| <input type="checkbox"/> ECHS | <input type="checkbox"/> NMBE | <input type="checkbox"/> WPM  |
| <input type="checkbox"/> FBE  | <input type="checkbox"/> NMBH |                               |
| <input type="checkbox"/> FBM  | <input type="checkbox"/> NMBI |                               |

## 2. The role that best describes my position:

- |  |  |
|--|--|
| <input type="checkbox"/> Principal                                 | <input type="checkbox"/> Media Specialist    |
| <input type="checkbox"/> Director/Executive Director/Chief Officer | <input type="checkbox"/> Coordinator         |
| <input type="checkbox"/> Other Administrator                       | <input type="checkbox"/> Learning Specialist |
| <input type="checkbox"/> Curriculum Coach                          | <input type="checkbox"/> Support Staff       |
| <input type="checkbox"/> Classroom Teacher                         |  |
| <input type="checkbox"/> Other (please specify)                    |  |

## 3. The grade(s) of students with whom I work:

- |                             |                            |   |
|-----------------------------|----------------------------|---|
| <input type="checkbox"/> CD | <input type="checkbox"/> 4 | <input type="checkbox"/> 9              |
| <input type="checkbox"/> K  | <input type="checkbox"/> 5 | <input type="checkbox"/> 10             |
| <input type="checkbox"/> 1  | <input type="checkbox"/> 6 | <input type="checkbox"/> 11             |
| <input type="checkbox"/> 2  | <input type="checkbox"/> 7 | <input type="checkbox"/> 12             |
| <input type="checkbox"/> 3  | <input type="checkbox"/> 8 | <input type="checkbox"/> Not applicable |

## Technology - Educator Use

### Technology - Educator Use

## 4. Regarding the Laptop Initiative:

- ☐ I HAVE participated in the Laptop Initiative.
- ☐ I HAVE NOT participated in the Laptop Initiative.
- ☐ I have APPLIED for the next round of Laptop Initiative.
- ☐ Not applicable

## 5. I have the following number of computers in my classroom/office, including laptop initiative computer (if applicable):

- |                         |                         |                                      |
|-------------------------|-------------------------|--------------------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3 | <input type="radio"/> 6              |
| <input type="radio"/> 1 | <input type="radio"/> 4 | <input type="radio"/> 7 or more      |
| <input type="radio"/> 2 | <input type="radio"/> 5 | <input type="radio"/> Not applicable |

**6. I use a computer in my job...**

- ☐ All day, each day  
☐ Intermittently throughout each day  
☐ One to two times a week  
☐ Monthly  
☐ Less than once a month

**7. I use email in my job...**

- ☐ One or more times daily  
☐ One to two times a week  
☐ Monthly  
☐ Less than once a month

**8. I use the internet as part of my job...**

- ☐ Daily  
☐ One to two times a week  
☐ Monthly  
☐ Less than once a month

**9. I spend the majority of my work day with students in an instructional capacity, e.g., as a teacher, as a media specialist.**

- ☐ True  
☐ False

**Instructional Practices**

**Instructional Practices**

**10. In the setting(s) where I work with students...**

	Daily	Weekly	Monthly	Once per grading term	Never	Do not know	Not applicable
...I identify, locate, and evaluate technology resources, e.g., websites.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I apply performance-based student assessment to technology-enhanced lessons, e.g., student portfolios, student presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I use technology regularly to collect and analyze student assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...My lessons include technology-enhanced, learner-centered teaching strategies, e.g., project-based learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 11. In the setting(s) where I work with students... (continued)

	Daily	Weekly	Monthly	Once per grading term	Never	Do not know	Not applicable
...I apply policies and practices to enhance online security and safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I use technology to differentiate instruction for students with special learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I use technology to support and increase my professional productivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I use technology to communicate and collaborate with families and school programs about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...My lesson plans refer to both content standards and student technology standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 12. In the setting(s) where I work with students... (continued)

	Daily	Weekly	Monthly	Once per grading term	Never	Do not know	Not applicable
...I do research or action research projects to improve technology-enhanced classroom practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I use multiple sources of student data for informing instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I use technology to participate in professional development activities, e.g. online workshops, hands-on training in a computer lab.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...My teaching practices emphasize teacher uses of technology skills to support instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...My students use productivity applications, e.g., word processing, spreadsheets, PowerPoint.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technology - Student Use

Technology - Student Use

### 13. In the settings where I work with students... (continued)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
...Technology has helped my students become more socially aware, confident, and positive about the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Technology has helped my students become independent learners and self-starters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Technology has helped my students work more collaboratively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Technology has increased my students' engagement in their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Technology has helped my students achieve greater academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other comments	<input type="text"/>					

### Technology Equipment and Staff Development

#### Technology Equipment and Staff Development

### 14. Concerning the working technology equipment in my classroom / workspace and my staff development needs in technology... (check all that apply)

	I have it	I use it	I would like staff development to help me use it (more)
TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVD / VCR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TekNet System (library video system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color Computer Printer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black & White Computer Printer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive White Board (such as SMARTBoard, Promethean Board, EBeam)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wireless Slate Board (such as InterWrite Pads, Airliners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document Camera (ELMO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scanner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Device to connect computer to TV (Averkey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Response  
Systems (CPS, PRS,  
Eggs, Senteo)

Graphing Calculators

Science/Math Probes

Digital Cameras (for  
photographs)

Handhelds/PDA

MP3 Players (iPods, etc.)

Web Camera

Video Camera

Overhead Transparency  
Projector

Assistive Technology

Other equipment/ comments

## Communication with Parents and Community

### Communication with Parents and Community

**15. My school / district has adequate electronic systems for communicating with families and the community, e.g., e-mail; automated phone systems; teacher, school, and district websites.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I Don't Know

**16. Our school and/or district uses these available technologies to communicate with families and the community about school programs and student learning.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I Don't Know

## Assistive Technology

## Assistive Technology

**17. Students with disabilities have appropriate and adequate access to adaptive and assistive devices.**

- ☐ Strongly Agree  
☐ Agree  
☐ Neutral  
☐ Disagree  
☐ Strongly Disagree  
☐ I Don't Know

## Professional Development in Technology

### Professional Development in Technology

**18. In my job...**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know	Not Applicable
...Technology professional development is timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Technology professional development is relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Technology professional development is ongoing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I have an opportunity to evaluate technology professional development in which I participate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Needs assessments are used to plan technology professional development and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (optional)

**19. I am interested in the following technology staff development topics (Select all that apply):**

- ☐ Integrating Microsoft Word Effectively In Schools
- ☐ Integrating PowerPoint Effectively in Schools
- ☐ Learning how to use Multimedia Software (images, sounds, and movies)
- ☐ Developing a Classroom/Department/School Webpage
- ☐ Integrating Technology into my Teaching Activities
- ☐ Using Online Assessment Data Effectively
- ☐ Using the Internet for Research and Library Access
- ☐ Interwrite Pad Training
- ☐ Stream Line (Streaming Videos)
- ☐ Student Response Systems (CPS / PRS)
- ☐ Interactive White Board (SMART Board, Promethean, Ebeam) Training

Other technology staff development requests

**Software in HCS****Software in HCS**

**20. Listed below are some of the computer applications (software programs, etc.) available to HCS educators. Regarding my use of these applications and my staff development needs...**

	I use it	I would like Staff Development opportunities to help me to (better) use this software
Microsoft Word	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft PowerPoint	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Excel	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Publisher	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Outlook	<input type="checkbox"/>	<input type="checkbox"/>
DISCUS	<input type="checkbox"/>	<input type="checkbox"/>
Read 180	<input type="checkbox"/>	<input type="checkbox"/>
USA Test Prep	<input type="checkbox"/>	<input type="checkbox"/>
Keyboarding Applications	<input type="checkbox"/>	<input type="checkbox"/>
Larsons Math	<input type="checkbox"/>	<input type="checkbox"/>
Assess Online	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Toolbox	<input type="checkbox"/>	<input type="checkbox"/>
Student Information System (SASI) - Class XP	<input type="checkbox"/>	<input type="checkbox"/>
Integrate Pro	<input type="checkbox"/>	<input type="checkbox"/>
Destiny	<input type="checkbox"/>	<input type="checkbox"/>
EBSCO	<input type="checkbox"/>	<input type="checkbox"/>

Other educational software titles I use or staff development needs for software (please specify)